



2019-2020 School Action Fund - Planning
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 to July 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements**X** SSAs are not permitted for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Only 50% of all students passed STAAR Reading; only 45% of African-American students passed STAAR Reading; only 29% of special education students passed STAAR Reading; only 36% of EL students passed STAAR Reading	Engage in a thorough planning process to replicate a successful external, partner-managed model. The district is committed to pursuing Partnership Benefits under TEC Section 11.174 at the conclusion of this plan.
Only 50% of all students passed STAAR Math; only 46% of African-American students passed STAAR Math; only 35% of special education students passed STAAR Math; only 39% of EL students passed STAAR Math	Engage in a thorough planning process to replicate a successful external, partner-managed model. The district is committed to pursuing Partnership Benefits under TEC Section 11.174 at the conclusion of this plan.
Only 38% of all students passed STAAR Writing; only 38% of African-American students passed Writing; only 32% of special education students passed STAAR Writing; only 21% of EL students passed STAAR Writing	Engage in a thorough planning process to replicate a successful external, partner-managed model. The district is committed to pursuing Partnership Benefits under TEC Section 11.174 at the conclusion of this plan.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By July 31, 2020, the District Leadership Team is prepared to apply for benefits under TEC Section 11.174 to support its partnership with an external organization to replicate its successful model at ML King Middle School. The partner must have a proven track record of transitioning perpetually low-performing campuses into high performing campuses.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By November 22, 2019, the District Leadership Team will conduct the Call for Quality Schools and identify a partner to operate ML King Middle School.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By January 16, 2020, the District Leadership Team will (1) negotiate a performance contract with and award a Subchapter C charter to the identified external partner to operate ML King Middle School; (2) secure board approval and submit the Partnership Benefits Application package to TEA for approval; and (3) ensure that the operating partner has engaged parents, community, and stakeholders of the newly chartered school.

Third-Quarter Benchmark

By July 31, 2020, (1) the operating partner will have employed the instructional and leadership staff of the school, adopted their annual calendar, set times for the school day, chosen the curriculum, and established the campus budget using all available fund sources, including federal and state supplemental funding; and (2) the District Leadership Team will have internal organizational steps necessary to monitor performance and compliance of the operator.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Board of Trustees of BISD (the Board) shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the negotiated charter performance contract. To the extent possible, the Board shall minimize administrative and compliance burdens on campus charters and focus on holding campus charters accountable for outcomes rather than processes.

Campus charter operators shall provide information and data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system. The District shall require each campus charter to report its performance separately and shall hold each campus charter accountable for its performance.

Annually, the Board shall evaluate each campus charter against the performance standards established by the Board or law. The Board shall communicate evaluation results to the campus charter's governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website. The Board shall produce for the public an annual report that provides performance data for all the campus charters it oversees, including individual campus performance and overall campus charter performance. The annual report shall at a minimum be posted on the District website.

Charter partners shall report timely and accurate information to the District as necessary for the District to comply with all applicable state and federal requirements, in the manner requested by the District. Registrars and PEIMS clerks will be provided by the district to ensure that all data collections and student management functions are ensured.

The District is requiring that Renaissance STAR 360 or similar assessment be used to establish initial baseline data at the beginning of the year, reassessing at mid-year and end of the year. Benchmark assessments will be based upon the partner's curriculum requirements.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☐ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

As general matter, the District Coordinator for School Improvement, with the help of school improvement specialists, facilitates the development of campus specific interventions aligned with the state-adopted school improvement process. The District also hires a campus improvement specialist to facilitate the continuous improvement process to assist campuses to develop their campus improvement plans, beginning with a comprehensive needs assessment, identification of areas of strengths and weaknesses, development of problem statements, root cause analysis, and high yield improvement strategies. The process of developing strategies to address school improvement usually begins in early February and culminates in the formal campus improvement plan by the end of June. For those campuses identified as 2018-2019 Comprehensive Schools, additional District support staff and resources are provided to ensure implementation of strategies identified to significantly impact student improvement in performance. With respect to campuses operated under an external Partnership structure under TEC Section 11.174, as ML King Middle School will be, school improvement is set in motion by a Call for Quality Schools and, subsequently, the district's performance contract with a partner organization. The Call will identify a school operator that has a track record enabling dramatic achievement gains at schools similar to ML King Middle School. The charter and performance contract will obligate the operator to accomplish such gains at ML King, by replicating its successful model, in order to continue operating the school. The Board of Trustees will monitor performance and take action under its board policy ELA Local in the event that achievement goals are not reached. Ultimately, the Board will terminate its contract with the operator, review and refine its operator selection process, and contract with an alternate operator with a proven track record.

2)

Typically, the district ensures each campus meets quarterly to evaluate the progress of strategies, monitors expenditures, and conducts walkthroughs. The District Education Improvement Committee meets quarterly to review the district improvement plan as it relates to campus performance and the district support of student achievement. With respect to campuses operated under an external Partnership structure under TEC Section 11.174, the monitors benchmark results and annual achievement of the annual student outcome goals identified in the performance contract with the school operator.

a)

The CIP is formally evaluated and revised at least quarterly with the final analysis of effectiveness is completed by June 30th. Status reports are submitted to TEA twice each year indicating weakest areas with root causes and strategies to leverage strengths for improvement in weak areas. With respect to campuses operated under an external Partnership structure under TEC Section 11.174, the performance contract with the operator serves as the school improvement plan. The Board monitors progress toward benchmarks and achievement of annual student outcome goals via the data collected under the terms of the performance contract.

b)

Typically, if after several years of implementing the strategies in a campus improvement plan, student performance at the campus hasn't improved, the District will intervene to assess why the strategies are not working and revise strategies as warranted. With respect to campuses operated under an external Partnership structure under TEC Section 11.174, the Board of Trustees will monitor performance and take action under its board policy ELA Local in the event that achievement goals are not reached. Ultimately, the Board will terminate its contract with the operator, review and refine its operator selection process, and contract with an alternate operator with a proven track record.

3)

The District will engage in a Call for Quality Schools process which clearly communicates the needs and expectations the District has established for its partners. Included in the CQS, is the public posting of the initial application and rubric used to evaluate potential partners. The rubric clearly sets forth requirements for applicants to address the four application areas: Applicant description, Description of proposed model, Applicant experience and demonstration of results, and Operational model and cost summary. Each applicant receives a rating from the district committee that evaluates applicants. The potential partner will receive a rating of Doesn't Meet Standards, Meets Standards, or Exceeds Standards along with a numeric rating. From the ratings, potential partners are chosen and further vetted in a negotiation process.. The District and potential partners finalize the Performance Contract for presentation to the Superintendent for approval. If approved by the Superintendent, the potential is presented to the Board for approval.

Statutory Requirement (Cont'd)

4)

The District equitably distributes all federal, state and local funds to all campuses in accordance with Supplement, Not Supplant Methodology. In addition to the equitable allocation methodology, the District annually trains principals and secretaries on allowable expenditures aligned to the continuous improvement process as evidenced in each campus improvement plan.

Further, the performance contract entered into with the school operator will ensure that students at the school have the benefit of all local, state and federal funds for which they are eligible.

5)

In accordance with law and the charter performance contract, the Board shall support the operating partner's authority over the campus charter's day-to-day operations. The Board shall recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations. The District has developed a list of policies that the partner is encouraged to adopt. The list is limited to essential policies and allows for maximum autonomy for our Operating Partners (OP). To the extent possible, the Board shall minimize administrative and compliance burdens on campus charters and focus on holding campus charters accountable for outcomes rather than processes.

6)

The selection process and criteria used in the District's Call for Quality Schools will ensure that the operating partner selected employs evidence-based strategies and demonstrates through evidence of past success that its operation of the school will enable the school to perform at a superior level.

More generally, the District engages in a rigorous, thorough continuous improvement process which adheres to requirements of federal statute found in ESSA and other federal programs as well as state statute found in State Compensatory Education and other state allotment programs.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

Select how model will be managed:

- ☐ Restart a struggling school
- ☐ Create a new school
- ☒ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☐ Exploratory planning (type of model management does not apply)

- ☐ District-managed
- ☒ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

The District is interested in finding a viable operating partner with a proven track record of turning around perpetually low-performing schools. The District does not have plans to restart a struggling school or operate an ACE or ACE-like model facility. The District does not want to pursue the creation of a new school, partner-managed or district-managed. Nor does the District wish to reassign students from a struggling school into high performing schools. The District is committed to keep neighborhood schools open for families and support the improvement of those campuses that struggling by finding and replicating a successful school model.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

The mission of Beaumont ISD is to inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment. Beaumont ISD™s vision is, in collaboration with the entire community, to create an inclusive environment of academic excellence that supports the diverse needs of all learners. To realize this vision, Beaumont ISD is looking for innovation inside the District as well as outside to ensure that every Beaumont child has access to a high-quality school. Beaumont ISD is committed to establishing and nurturing new in-District partnerships to cultivate, augment, and recruit the best leadership and talent to serve Beaumont™s children. Through a Call for Quality Schools process, Beaumont ISD is seeking partners inside the District as well as outside to design new and reimagine existing in-District schools to support our most at-need students. To achieve our intended outcomes of ensuring that that every child has access to a high-quality school, we understand that the new charter campuses must focus on the following components: (1) Improving student learning: BISD is seeking organizations with a demonstrated ability to improve student learning, especially for students at Improvements Required campuses who are most in need. (2) Increasing choice: Through the formation of in-District charter campuses, Beaumont families will have access to a broader range of educational options, enabling the District to better meet the needs of all Beaumont students and parents. (3) Creating professional opportunities to attract teachers: The District is always focused on attracting top talent to its schools, especially considering the competitive job market that exists in Beaumont. BISD believes that launching charter schools operated by organizations with a demonstrated track record of success will attract top teachers from nearby areas and new teachers to join the profession. In addition, BISD has also initiated an internal Grow Our Own program to recruit new teachers and is pursuing a partnership with Houston Leadership Education Partners to develop existing talent. (4) Establishing new forms of accountability: All charter operators will be held accountable to a rigorous set of performance metrics outlined in their respective performance contracts and they will be held accountable by a School Performance Framework that is currently in development to be launched in the ,19-20 school year. (5) Encouraging innovative learning methods.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Beaumont ISD is committed to increasing the number of seats in high quality schools and reducing the number of seats in low quality schools, ultimately bringing the number of Improvement Required campuses to zero. It is the District™s belief that contracting with in-District charters will ensure that this commitment to students and families is met. Charter partners will bring new, proven educational programs to our lowest performing schools which will result in low quality seats being transformed into high quality seats. To prepare for the implementation of new and innovative school partners and ensure that students have increased access to high quality schools, BISD has engaged in meaningful activities including, but not limited to, the following:

(1) Stabilized District finances and revised business processes, (2) Assembled a new senior leadership team, (3) Conducted curriculum, staffing, and compensation studies, (4) Initiated transition back to elected Board of Trustees, (5) Approved as a Texas District of Innovation in January 2018, (6) Accepted into the System of Great Schools network in April 2018, (7) Launched Call for Quality Schools process in Summer 2018, (8) Engaged in the process of developing a common School Performance Framework to be launched in school year ,19-20, (9) Conducted a Listen and Learn Tour, featuring a series of meetings to gather feedback from principals and community members on what a good Beaumont school should look like, and introduced them to the Call for Quality Schools, (10) Held Community Engagement meetings at IR and chronically low performance campuses to introduce them to the Call for Quality Schools and answer questions, and (11) Developed a Growth Plan that includes a program partnership with Lamar Institute of Technology, employee developed school restructuring, additional seats at the Early College High School, replication of Makerspace classrooms at all six middle schools, replication of a Pegasus program at a middle school, and creation of a Pegasus program at an elementary school.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

Jody Slaughter Chief Innovation Officer, has 18 years of experience in education as a teacher, reading interventionist, reading specialist, and RtI leader. She managed state and federal programs for 10 years and was promoted to Chief Innovation Officer when BISD became part of the SGS network of schools. Before entering education, she managed a global engineering and training firm for 16 yrs. She earned a BBA in accounting from Lamar University and M.Ed from SHSU.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	18,347
2. Enrollment of all participating private schools	1,404
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	19,751
4. Total current-year grant allocation	400,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	400,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	20
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	28,080

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched School Action Technical Assistance Provider	100,000
Other consultant services for financial analysis, school performance planning, negotiation assistance	145,000

SUPPLIES AND MATERIALS (6300)

General Supplies	145,000
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OTHER OPERATING COSTS (6400)

Travel to TEA required technical assistance events	10,000

CAPITAL OUTLAY (6600)

Total Direct Costs 400,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

400,000